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ABSTRACT

This paper reports interim fundings of two studies focusing on student responses to learning strategy instruction in first year Japanese, Russian, and Spanish foreign language classrooms. Data were collected from four groups of students: 15 high school students of Japanese, 13 college students of Japanese, 31 high school students of Russian, and 20 high school students of Spanish. Students indicated on questionnaires whether they used the learning strategies taught by their foreign language teacher and the reasons why they did or did not use the strategies. A majority of the students believed that the strategies had a positive effect on their learning and some students reported using the strategies independently as they worked on language assignments at home. Students' reasons for not using the strategies revealed metacognitive knowledge in instances where preference for a different strategy or approach was given as the reason for not using the strategy. (JP)

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LEARNING STRATEGY INSTRUCTION IN THE FOREIGN LANGUAGE CLASSROOM

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LEARNING STRATEGY INSTRUCTION IN THE FOREIGN LANGUAGE CLASSROOM

Students learning a foreign language in high school or college face a challenging and even daunting task, given the length of study required to gain even a moderate degree of proficiency. Successful language learners differ from less successful ones in a number of ways, of which perhaps the most important is the degree to which they are strategic in their approach to the various tasks which comprise language learning. Teachers may be able to improve the performance of less successful language students by showing them how to use some of the strategic approaches of good language learners.

This paper describes an approach to strategy instruction in high school classrooms of beginning level Japanese, Russian, and Spanish instruction, and in college intensive beginning level Japanese instruction. The focus of this paper is on the development of learning strategy instruction for the different languages being studied, the implementation of the instruction by foreign language teachers, and student assessment of the usefulness of the strategies taught.

Background

Learning strategies are the actions and thoughts individuals take for the purpose of understanding, storing, and remembering new information and skills (Weinstein & Mayer, 1986). A learning strategy may be a specific tactic or technique, or it may be a general plan for completing a task (Derry, 1990). Some learning strategies are observable, such as taking notes on new vocabulary words, or drawing diagrams to understand or remember conversational sequences. Other learning strategies cannot be observed because they are mental processes not necessarily accompanied by behavioral manifestations. Examples of

purely mental learning strategies in a foreign language context are monitoring comprehension while listening to a radio broadcast, or activating prior knowledge during reading. Research in both first and second language contexts indicates that effective learners use appropriate learning strategies when they work on academic tasks, whereas less effective learners apply strategies infrequently or inappropriately (Chamot & Küpper, 1989; Derry, 1990; Gagné, 1985; O'Malley & Chamot, 1990; Wenden & Rubin, 1987).

Three types of learning strategies are commonly discussed in the literature: metacognitive strategies, or the executive strategies that individuals use to plan for, monitor, or evaluate learning; cognitive strategies, the actual manipulation of learning materials by re-organization and grouping, elaboration or relating one new idea to another and relating new ideas to existing knowledge; and social-affective strategies, in which the learner calls on another person for assistance or works cooperatively with others on a common task.

Considerable success in teaching less effective students to apply useful learning strategies has been reported for first language students in several curriculum areas (Pressley & Harris, 1990). Instruction in various reading strategies, for example, has significantly improved the reading comprehension of poor readers in a number of studies (Gagné, 1985; Garner, 1987; Palincsar & Brown, 1984; Pressley & Associates, 1990). Similarly in mathematics, instruction in problem solving strategies has had a positive effect on student achievement (Peterson, Fennema, & Carpenter, 1989; Pressley & Associates, 1990; Silver & Marshall, 1990).

Although limited research on learning strategy instruction in second language contexts has been conducted, success has been reported in teaching students to apply learning strategies on second language tasks. A number of studies have taught students to use

memory strategies such as paired associations and mnemonic techniques to recall vocabulary in a foreign language (Cohen & Aphek, 1980; Pressley, Levin, & Delaney, 1982; for a review of memory strategy training, see Thompson, 1987). High school students of French were taught explicit reading strategies through a systematic approach which included identification of strategies, comparison of strategy used in the first and second language, practice in applying the strategies to a French text, and student evaluation of the success of the strategy training (Hosenfeld, Arnold, Kirchofer, Laciura, & Wilson, 1981). English as a second language students were taught learning strategies for several different language tasks, including vocabulary, listening, and speaking tasks (O'Malley, Chamot, Stewner-Manzanares, Russo, & Küpper, 1985). Results of this study showed that strategy training was particularly beneficial for the speaking task, and to some degree for the listening task, and was helpful on the vocabulary task for Hispanic students only (O'Malley & Chamot, 1990). In this ESL study and other investigations of learning strategy training with second and foreign language students the instruction was provided by the researchers, with limited participation by classroom teachers.

In a subsequent series of foreign language learning strategy studies, teachers participated in the design and implementation of learning strategy instruction. A course development study was conducted in which foreign language teachers participated in selecting the strategies to teach and provided instruction as part of their regular classroom teaching (Chamot & Küpper, 1989; O'Malley & Chamot, 1990). Information from this study was used to design instructional modules for teaching learning strategies for listening, speaking, reading, and writing in French, Russian, and Spanish high school classrooms. The modules

were developed jointly by researchers and classroom teachers, and were then field tested by foreign language teachers who has not previously participated in the foreign language learning strategies studies (Chamot & Küpper, 1990). Findings from these two studies indicated that: (1) foreign language teachers can implement learning strategy instruction in their classrooms; (2) support for teachers in the form of workshops and consultation is advisable; (3) teachers tend to perceive learning strategy instruction as an extra activity rather than as part of their regular instruction; (4) students enjoy learning strategy activities, but believe they would be more useful if integrated with regular class activities; (5) students are confused when too many strategies are presented, and vary in their preferences for particular strategies.

Purpose of Study

Three foreign language learning strategy studies are currently being conducted at Georgetown University's Language Research Projects: **Methods for Teaching Learning Strategies in Foreign Language Instruction, Informal Assessment of Language Skills,** and **Learning Strategies in Japanese Foreign Language Instruction.** The first two studies are within the Georgetown University/Center for Applied Linguistics National Foreign Language Resource Center, and the third is funded separately. The purposes of these studies are to investigate how foreign language teachers integrate learning strategies into their teaching, the effects on students of learning strategy instruction, and the effects of informal assessment measures on teaching and on students' sense of self-efficacy.

This paper reports on interim findings of the two learning strategy instructional studies, focusing on student responses to learning strategy instruction in first year Japanese, Russian,

and Spanish foreign language classrooms.

Setting

The studies are being conducted in high schools in the Washington, D.C. area, and include three first year Spanish public high school classrooms, four first year Russian public high school classrooms, one first year Japanese public high school classroom, and one first year Japanese private high school classroom. One intensive first year Japanese class at Georgetown University is also participating in the study.

In each setting the foreign language program has unique characteristics, instructional materials, and objectives. For example, the Russian program is based on a proficiency model that seeks to develop communicative competence through language activities organized around themes such as home, school, and sports. Instead of textbooks, teachers develop their own materials to provide communicative practice in each thematic unit. Authentic materials such as menus and newspaper articles are included in the Russian program from the beginning level. The Spanish program, on the other hand, relies on published instructional materials that seek to build proficiency through a contextualized and spiraled approach in which students have many opportunities to move from recognition to production of language features. The high school Japanese program features materials organized around language functions and seeks to develop all four language skills from the beginning. In contrast, the college beginning level Japanese course focuses on developing oral skills through extensive listening and introduces the written language only after students have developed initial fluency in speaking.

Foreign language study is required by both the high school and the college programs.

Participating teachers indicate that the Spanish programs are more likely to attract students who are poorly motivated or have less language learning aptitude than are programs in less commonly taught languages such as Japanese or Russian. Apparently students believe that Spanish is an "easy" language and are therefore more likely to enroll in Spanish to satisfy language requirements unless they have a particular interest in another language and confidence in their ability to learn it successfully. To the extent that this self-selection process operates, one would expect to find a larger proportion of effective language learners in Japanese and Russian classes than in Spanish classes.

Other factors that may differentiate students in terms of their language learning ability is their enrollment in a public or a private school or college, and developmental differences between high school and college students.

Methods

The data collection methods employed in this study were questionnaires on which students were asked to indicate whether or not they used the learning strategies taught by their foreign language teacher, and the reasons why they used or did not use the strategies.

Subjects. The subjects were 79 beginning level foreign language students. Fifteen were high school students of Japanese, 13 were college students of Japanese, 31 were high school students of Russian, and 20 were high school students of Spanish. Most Japanese and Russian students had had prior foreign language study, while most of the Spanish students were studying their first foreign language.

Instrument. A Learning Strategies Review Questionnaire (LSRQ) was developed to gather

information about student reactions to the strategy instruction. For each strategy taught, students were asked to indicate whether or not they used it in class and at home. In addition, students were asked to give their reasons for using or not using the strategy. Questionnaires for each language varied slightly in format because only the strategies taught for that specific language were included. Foreign language names for the strategies or icons representing the strategies had been taught in some language classrooms, and these were included in the questionnaire. After naming each strategy in the foreign language or in English, a brief definition was provided in English. On the Japanese questionnaires students were also asked to indicate the types of language tasks on which they used each strategy. The four versions of the LSRQ (Japanese High School, Japanese College, Russian, and Spanish) are in Appendix A. Table 1 lists the strategies and definitions included on the questionnaires.

Table 1 about here

Procedures. Learning strategy instruction for each language was developed in collaboration with the teachers involved in the project. Teachers identified their instructional objectives for the year and described how they would present the curriculum content. Research staff used this information to develop draft teacher resource guides, which were reviewed by the teachers and revised. Each resource guide consists of a teacher guide with directions for teaching each learning strategy activity, scripts for listening activities, student worksheets for practicing the strategies, and materials such as posters and objects to use as props in role plays. Although some strategies were taught in all classrooms, other

strategies were taught in only some of the languages. Differences in the languages under study and in the instructional programs for each language made it necessary to develop a different resource guide for each language, including different guides for the Japanese high school and college classrooms. Research staff met with teachers on a regular basis to review implementation of the learning strategy instruction, get feedback on the different activities, and collect information about any changes to the instructional objectives or curriculum. Representative examples of strategy instructional materials developed for the four different classroom contexts are contained in Appendix B.

Classroom observation was conducted by research staff on a regular basis. These observations, together with student comments on some of the strategy worksheets, revealed differences in student acceptance of the strategy instruction. The questionnaires were administered to students in January and February 1992, after they had had three to four months of strategy instruction so that changes in the instruction could be made if necessary. The questionnaires were administered in English and took approximately 20 minutes to complete.

Analysis

Numbers of student responses for each strategy used in class and at home were tabulated for each language under study. The numbers were converted to percentages based on the total number of students across languages who had received instruction in a particular strategy. Thus, if all 79 participating students had received instruction on **selective attention** and 59 reported using the strategy in class, a 75% level of usage of this strategy in class was reported. However, if only 44 students had received instruction on **imagery** and 22 of them

indicated that they used the strategy at home, a 50% level of usage of this strategy at home was reported.

Responses on the section of the LSRQ which asked students to give reasons for their use or non-use of each strategy were transcribed verbatim, and then scrutinized for evidence of recurring comments with nearly identical semantic content. Examples of reasons for using the strategies which reveal closely similar semantic content (indicated with boldface type) are the following:

1. Helps recall/remember/learn

   a. It helps in **learning** the part of speech of a word. (Japanese High School)
   b. Helps me **learning** conversations. (Japanese College)
   c. Because it helps me **learn** the material. (Russian)
   d. Because it helps me **learn** better. (Spanish)

2. Makes it easier

   a. Makes recollection **easier.** (Japanese High School)
   b. **Easier** to learn vocabulary. (College Japanese)
   c. It makes remembering words **easier.** (Russian)
   d. Because it's **easier** to do your work. (Spanish)

Reasons given for not using the strategies were analyzed in the same fashion. This semantic analysis yielded a total of 15 different categories for using the strategies and 13 different categories of reasons for not using the strategies. Student comments were then classified by type of reason by two raters working independently. The raters then met to compare the results and to resolve any differences. When agreement could not be reached on a particular item, it was eliminated from the analysis.

Results

The analysis of student responses on the Learning Strategies Review Questionnaire

(LSRQ) on their use of specific strategies indicates that, except for **questioning**, a majority of students used the learning strategies in class. Strategy use at home was generally reported at a lower frequency than strategy use in class, with students reporting that they used seven of the strategies at home 50% or more of the time, while the remaining five strategies were used at home less than 50% of the time. Differences in strategy use in class and at home ranged from no differences reported for **creative repetition** to 45% less use of **cooperation** at home. Percent of students using the learning strategies taught in class and at home are presented in Table 2. This table also indicates differences between the percentage of use of particular learning strategies in class and at home.

Insert Table 2 about here

The fifteen types of reasons students gave for using different strategies reveal three different types of beliefs about strategy effectiveness: the strategy assists the learning process, the strategy assists the learning outcome, and affective or personal reasons for using the strategy. Table 3 indicates types of reasons grouped within these categories.

Insert Table 3 about here

While reasons given for not using the strategies could be categorized in various ways, the categories identified appear most useful for instructional purposes. These three categories are as follows: rejection of the strategy based on an evaluation of its effectiveness, rejection of the strategy because of difficulties related to the instruction, and rejection of the

strategy for personal or affective reasons. Table 4 provides the categories of reasons given by students for not using the different strategies.

Insert Table 4 about here

Discussion

Student responses on the Learning Strategy Review Questionnaire (LSRQ) were analyzed for the purpose of using the information gained to make adjustments to the learning strategy instructional design and materials. This discussion of the results suggests possible explanations for the responses and identifies areas where the learning strategy instructional design could be improved.

As indicated in Table 2, seventy-nine students representing all four language contexts (Japanese High School, Japanese College, Russian, and Spanish) responded to questions on their use of two metacognitive strategies (**Directed Attention** and **Selective Attention**) and one cognitive strategy (**Grouping**). Both of the metacognitive strategies appeared to be helpful to students in class, and, to a lesser degree, at home. **Grouping**, however, was only used by slightly over half of the students in class, and by a much smaller percentage at home. This strategy was not perceived as useful to many students. One student's response to **grouping** provided a possible explanation: "I don't use it because it just helps you say, not know what it means." (emphasis added). In other words, grouping vocabulary words semantically is helpful in producing vocabulary sets, but not necessarily in distinguishing between members of the set. One is reminded of memorized vocabulary sets such as counting in a new language, in which the language learner can recite the number sequence

but cannot identify a specific number out of sequence. To improve the benefits of the **grouping** strategy, students may need to add an additional strategy such as **contextualization**, in which they use the new word in a realistic situation.

Strategies taught in two or three language contexts include **contextualization** (taught in both Japanese contexts), **elaboration** (taught to Japanese College, Russian, and Spanish), **imagery** (taught to Japanese College and Russian), **predicting** (taught to Japanese College and Spanish), and **linguistic transfer** (taught to Russian and Spanish classrooms).

Contextualization, or using the new language in a realistic situation which often involved role playing and the use of props to enhance the meaningfulness of the language being practiced, appeared to be beneficial to both high school and college students of Japanese (the two contexts in which the strategy was taught), who reported using it almost as much at home as in class. Given this level of acceptance, **contextualization** could be added to the Russian and Spanish teacher resource guides.

Elaboration, which was defined in the instructional materials as making meaningful personal associations to the material to be remembered, appeared to be somewhat beneficial to students in class, and less so at home. Given the effectiveness of this strategy in research within native language contexts (Gagné, 1985; Garner, 1987), revision in the learning strategy instructional materials may be necessary in order to make this strategy more amenable to instruction and more useful to students.

Almost three-quarters of the students receiving instruction on **imagery** reported using this strategy in class, and half of the students also indicated that they used it at home, indicating a relatively high acceptance level for this strategy. Using actual pictures or imagining

pictures to assist learning of concrete meanings of words and terminology, often with additional linguistic reinforcement, has been shown to be effective in previous studies (e.g., Pressley, Levin, & Delaney, 1982). Most students (notable exceptions were those who indicated that they did not consider themselves to be visual learners) agreed. This indicates that **imagery** is a useful strategy, at least for the basic vocabulary requirements demanded of beginning level foreign language students.

Predicting the nature of information that could be expected in a foreign language situation was reportedly used in class by over half of the students taught the strategy, but only slightly over a third of these students also used the strategy at home. Most of the negative comments on this strategy were from Spanish students, who indicated that they did not understand the strategy, that it was difficult to use or unsuccessful, or that they did not like to think ahead. Future analyses will perhaps reveal whether students who are more highly proficient in the language (and hence have a larger database from which to make predictions) adopt this strategy to a greater degree than students with more limited language proficiency. If these types of differences are found, **predicting** may be a strategy which becomes more widely useful at the intermediate and advanced levels of language study.

Linguistic transfer was taught specifically as recognition of cognates in the Russian and Spanish classrooms. Students of both languages appeared to value this strategy, reporting extensive use in class and somewhat less (but still impressive) use at home. The strategy of recognizing words in the target language which look and/or sound like words in another language known by the student seems so obvious that it scarcely merits being taught. However, researchers and practitioners report that without instruction and practice, students

do not readily recognize cognates. Instruction in recognition of cognates will be continued in Russian and Spanish, and the possibility of introducing instruction in recognition of some loan words in Japanese (e.g., words borrowed from other languages familiar to Western students) is being considered.

Other strategies taught involved only one language context each, so the numbers of students responding are relatively low. Of these strategies, students appeared to find useful **auditory representation**, in which they tried to play back mentally a sequence of target language sounds. This "silent repetition" appeared to help some students at the college level of Japanese check their comprehension of what they were hearing. This strategy has potential for expansion into other language contexts. However, we could expect that students who consider themselves to be visual learners might experience less success with this auditory learning strategy.

Creative Repetition was taught in several language contexts, but was included in only one of the Learning Strategy Review Questionnaires (Japanese High School). The instructional purpose of this strategy was to expose students to a variety of ways of practicing language components such as words and phrases. Rather than relying on "drill and kill" rote repetition, students were encouraged to use techniques such as repeating the words in sentences, acting out the meaning of a word while saying it, and repeating the word silently. The high usage rate for this strategy both in class and at home indicates that students found it a useful tool for learning vocabulary.

Cooperation was perceived as a useful strategy by almost all of the Russian students. Not surprisingly, nearly half of the students who reported using this strategy in class

indicated that they did not use it at home. Reasons given were the lack of Russian speakers at home or the home setting being conducive to concentration by oneself. Since cooperative and group activities occur in all of the language classrooms, direct instruction in **cooperation** as a learning strategy could easily be added to the strategy lessons.

Questioning for Clarification was taught in the Japanese college class as a way of facilitating conversational exchanges in the target language. Of all of the strategies, this one had the lowest acceptance rate, both in class and at home. This is disappointing, given the potential of this strategy for developing students' communication skills in the language. For example, one student viewed this strategy as giving her the "time to rethink the question and form a response." Other students' remarks suggest a possible reason for the non-acceptance of this strategy: "I need to practice this. Perhaps we should focus on this for a few class periods." "I know I should but I just don't!" "Lack of class time available." These comments indicate that more instructional time spent practicing **questioning for clarification** in the context of role plays and dialogues might help students use this strategy more effectively.

The categories and types of reasons given for using the strategies, presented in Table 3, reveal a degree of metacognitive awareness by students. That is, many students seemed to be well aware of their own learning processes and of the strategies which assisted them to achieve learning outcomes. While the effect of strategy instruction on developing students' metacognitive knowledge cannot be determined at this stage of the studies, it does seem apparent that, at the very least, strategy instruction provides students with opportunities to reflect on themselves as learners and to talk about their own learning approaches.

Reasons given for not using the strategies, presented in Table 4, are of particular interest in assessing the degree and manner of strategy instruction implementation. In the category **Evaluation of Strategy Effectiveness**, the reasons given by students reveal a degree of metacognitive awareness about their own learning processes. Students decided not to use a particular strategy because they realized that it was not effective for them personally, and could often explain why it was not effective. Those students who indicated that they preferred a different strategy had achieved an important goal in strategy training, the ability to select an appropriate strategy for a learning task.

Reasons given by students for not using a strategy which seem to be due to the instruction need to be examined carefully so that revisions to the instructional materials and teaching procedures can be made. A major difficulty seems to be lack of exposure to the strategy. Without sufficient practice in using a strategy, students do not readily remember or apply the strategy to learning tasks independently. Some of the reasons categorized as affective or personal might also be related to the instruction. For example, if a strategy appears to require too much effort or if it is perceived as boring, changes in the strategy instruction could modify these perceptions.

Some reasons given for not using the strategies appear to lie outside the control of either teacher or instructional materials. For example, students who complained of being too tired to use a strategy were all from the same class, which met at 7:30 in the morning. One student indicated that frequent absences were a problem: "Because I don't hardly be here and I'm too far behind to catch up." One explanation for not using **personalization** (relating information to yourself) revealed more about the student's general attitude than about the

learning strategy instruction: "Because I don't care for much and if [I] took the attitude of finding things to relate to I wouldn't learn much."

Conclusion

This study of learning strategy instruction in the foreign language classroom investigated the responses of students to learning strategy instruction in first year Japanese, Russian, and Spanish foreign language classrooms. The main findings of the study are that a majority of the students believed that the strategies had a positive effect on their learning and that some students are using the strategies independently as they work on language assignments at home. Student comments on reasons for using the strategies revealed their metacognitive knowledge about their own learning processes. Student comments on reasons for not using the strategies also revealed metacognitive knowledge in instances where preference for a different strategy or approach was given as the reason for not using the strategy. Other reasons for not using the strategies could be related to instructional implementation. A small number of reasons given for not using the strategies seemed to reflect problems experienced by students that were unrelated to strategy instruction or the foreign language classroom.

Summaries of information gained from student responses on the Learning Strategies Review Questionnaire have been shared with students and participating teachers. This information is also being used by the research team to design the remaining learning strategy instruction for the current year and to plan for staff development workshops and learning strategy instruction for the next academic year.

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Table 1
Strategies Included on Learning Strategies Questionnaire

Metacognitive Knowledge and Strategies: Metacognitive knowledge includes awareness of the task demands, of one's own experience with similar tasks, and of appropriate strategies for the task. Metacognitive strategies are executive processes used to plan, monitor, and evaluate a learning task.

STRATEGY NAME	INSTRUCTIONAL NAME	DEFINITION
Directed Attention	Syuutuu (JC) (R) Ojo (S)	Deciding in advance to pay attention to a learning activity and to ignore distractions.
Selective Attention	Pointo Syuutuu (JC) (R) Gafas (S)	Deciding to pay attention to specific aspects of an activity, such as listening for key words or focusing on new grammar.

Cognitive Strategies: Interacting with the material to be learned by manipulating it mentally or physically.

STRATEGY NAME	INSTRUCTIONAL NAMES	DEFINITION
Auditory Representation	Silent Repetition - Ansyoo (JC)	Playing back in one's mind the sound of a word, phrase, or longer language sequence.
Contextualization	Bamenzukuri (JC)	Using the language in a realistic situation, such as acting it out and/or using props.
Creative Repetition	same	Varying the ways of repeating new material.
Elaboration	Genzituka (JC) Personalization (R) Eco (S)	Making meaningful personal associations with the material to help yourself remember it better.
Grouping	Nakamawake (JC) (R) La Pandilla (S)	Grouping words or phrases in some way to make them easier to remember; using grouping to recall words or phrases.

Table 1 (continued)

Cognitive Strategies (continued)

STRATEGY NAME	INSTRUCTIONAL NAMES	DEFINITION
Imagery	Imeezi (JC) (R)	Creating a picture in your mind or drawing a picture to help recall a word or phrase.
Predicting	Yoki (JC) La Bola de Cristal (S)	Making predictions about language in a listening, reading, or social interaction activity.
Linguistic Transfer	(R) Cognados (S)	Recognizing target language words that are similar to English or another language known.

Social and Affective Strategies: Interacting with other persons or using affective control to assist learning.

STRATEGY NAME	INSTRUCTIONAL NAMES	DEFINITION
Cooperation	(R)	Working with a partner to solve a task; asking a classmate or friend for help.
Questioning	Chekku (JC)	Asking for clarification or confirmation that you have understood correctly.

JC = Japanese College
R = Russian
S = Spanish

Japanese High School used strategy names in left column

Table 2
Percent of Students Using Strategies in Class
and at Home by Language Classroom and Strategy Type

Strategy Type	Strategy Name	Classrooms in Which Strategy Taught	Total Student Responses	Percent of Total Student		Differences between Use in Class and Use at Home
				Use in Class	Use at Home	
Meta-cognitive	Directed Attention	JHS, JC, R, S	79	75%	51%	24%
	Selective Attention	JHS, JC, R, S	79	89%	62%	28%
Cognitive	Auditory Represent.	JC	13	62%	54%	8%
	Contextual-ization	JHS, JC	28	68%	62%	7%
	Creative Repetition	JHS	15	73%	73%	0
	Elaboration	JC, R, S	64	59%	45%	14%
	Grouping	JHS, JC, R, S	79	52%	29%	23%
	Imagery	JC, R	44	73%	50%	23%
	Predicting	JC, S	33	58%	36%	22%
	Transfer	R, S	51	86%	63%	22%
Social/ Affective	Cooperation	R	31	87%	42%	45%
	Questioning	JC	13	39%	8%	31%

JHS = Japanese High School classroom
JC = Japanese College classsroom
R = Russian High School classrooms
S = Spanish High School classrooms

Table 3
Reasons for Using Strategies
by Category and Type

Category of Reason	Type of Reason	Examples (transcribed verbatim; strategy names in brackets added)
Assists Learning Process	Helps prepare/ plan task	Sometimes I use this strategy to anticipate what will be asked during oral Interviews. [Predicting]
	Focuses attention	I use it so that I won't get lost in class. [Directed Attention]
	Aids comprehension	Helps me understand a sentence when I don't know every word. [Selective Attention]
	Learning faster	A quicker learning tool. [Creative Repetition]
	Good for practicing	Because I need all the practice I can get. [Selective Attention]
Assists Learning Outcome	Helps recall/ remember/ learn	It helps me learn Spanish better. [Selective Attention] If you can relate the words to your daily life you can remember easier. [Elaboration]
	Effective for specific tasks	It helps me visualize the meaning of vocabulary words while I practice the drills. [Contextualization]
	Effective for specific contexts	This is helpful in class because your working together, but I don't have Russian classmates at home. [Cooperation]
	Organizes information in memory	Helps to order the information in my memory. ..it helps to organize the vocabulary so I can remember it. [Grouping]
	More learned	Because it helps me remember a lot. [Elaboration]
Affective or Personal	Enjoyable/fun	This is a "fun" strategy. [Contextualization] I like game and group work; it's more fun. [Grouping]
	Makes it easier	It's easier to associate words with pictures. [Imagery]
	Seems natural/ habitual	It's just common sense, not a strategy. [Directed Attention]
	Affective control	I try to calm myself and use this strategy. [Auditory Representation]
	Matches own way of learning	Because I have a visual memory, I have been using this technique for many years effectively. [Contextualization]

Table 4
Reasons for Not Using Strategies
by Category and Type

Category of Reason	Type of Reason	Example (transcribed verbatim; strategy names in brackets added)
Evaluation of Strategy Effectiveness	Prefers different approach/strategy	**Pointo syuutyuu** [Selective Attention] is better.
	Not effective/does not help	It just doesn't work for me. [Directed Attention]
	No need/does not need the strategy	I just remember. I don't make pictures. [Contextualization]
	Has a negative effect	Cause I can get distracted easily. [Directed Attention]
	Does not match own way of learning	I don't work well with people. [Cooperation].
Difficulties Due to Instruction	Confusing/ difficult to use	I have just tried it once and it seemed confusing. [Predicting]
	No opportunity to use strategy	Never really given a chance to try this. [Questioning]
	Unaware of strategy/ cannot recall being taught strategy	I've never thought of doing it before. [Imagery] I don't remember being taught that process. [Grouping]
Affective or Personal Considerations	Takes too much time or too much effort	I have to concentrate too much! This takes too much time. [Contextualization]
	Feels too tired to use it	Sometimes you feel tired to pay too much attention on the learning skill.. [Directed Attention]
	Forgets to use it	I don't use it as often because I just don't think to. [Creative Repetition]
	Does not like it/ finds it boring	I usually don't like to use this strategy. Because it's boring. [Grouping]
	Does not know why	I have no idea why. [Imagery]

APPENDIX A

Learning Strategies Review Questionnaires

LEARNING STRATEGIES REVIEW QUESTIONNAIRE

1/92

Name: _____ Date:_____

This class has been practicing the use of learning strategies in studying Japanese as part of a research program conducted by Georgetown University. These learning strategies, or special techniques you can use to improve your learning, have been introduced and described by your teacher.

We now wish to get your impressions of some of the learning strategies introduced so far. This questionnaire asks you to indicate strategies that you have found to be effective in learning Japanese, strategies that were not effective, and to indicate why. Please give your honest reaction so that we can improve these strategies and their usefulness to you in the future.

Read each strategy name and definition, then answer the questions.

1. **Directed Attention:** Deciding in advance to pay attention to a learning activity and to ignore distractions.

   a. Do you use this strategy in class? YES____ NO____
   b. Do you use this strategy at home? YES____ NO____
   c. If you answered YES to a or b, with what kind of materials do you use this strategy?

      1.) Vocabulary____ 3.) Listening____ 5.) Reading____
      2.) Grammar ____ 4.) Speaking ____ 6.) Writing____

   d. Why do you use this strategy or why not? _____
      _____
      _____

2. **Selective Attention:** Deciding to pay attention to specific aspects of a listening or reading activity, such as key words or special topics.

   a. Do you use this strategy in class? YES____ NO____
   b. Do you use this strategy at home? YES____ NO____
   c. If you answered YES to a or b, with what kind of materials do you use this strategy?

      1.) Vocabulary____ 3.) Listening____ 5.) Reading____
      2.) Grammar ____ 4.) Speaking ____ 6.) Writing____

   d. Why do you use this strategy or why not? _____
      _____
      _____

3. **Grouping:** Grouping vocabulary words that go together in some way to make them easier to remember; remembering words or other information based on pervious groupings.

a. Do you use this strategy in class? YES____ NO____
b. Do you use this strategy at home? YES____ NO____
c. If you answered YES to a or b, with what kind of materials do you use this strategy?

1.) Vocabulary____ 3.) Listening____ 5.) Reading____
2.) Grammar ____ 4.) Speaking ____ 6.) Writing____

d. Why do you use this strategy or why not? _____
_____
_____

4. **Contextualization:** Linking new information to what you already know or to personal experiences; linking new vocabulary to real objects; making a picture in your mind of the new vocabulary or information.

a. Do you use this strategy in class? YES____ NO____
b. Do you use this strategy at home? YES____ NO____
c. If you answered YES to a or b, with what kind of materials do you use this strategy?

1.) Vocabulary____ 3.) Listening____ 5.) Reading____
2.) Grammar ____ 4.) Speaking ____ 6.) Writing____

d. Why do you use this strategy or why not? _____
_____
_____

5. **Creative Repetition:** Trying different ways of repeating new materials, such as using words in sentences, saying them aloud, acting them out as you say them, or using them in a conversation.

a. Do you use this strategy in class? YES____ NO____
b. Do you use this strategy at home? YES____ NO____
c. If you answered YES to a or b, with what kind of materials do you use this strategy?

1.) Vocabulary____ 3.) Listening____ 5.) Reading____
2.) Grammar ____ 4.) Speaking ____ 6.) Writing____

d. Why do you use this strategy or why not? _____
_____
_____

6. What other strategies do you use? _____
_____

LEARNING STRATEGIES REVIEW QUESTIONNAIRE

Name: _____ Date: _____

This class has been practicing the use of learning strategies in studying Japanese as part of a research program conducted by Georgetown University. These learning strategies, or special techniques you can use to improve your learning, have been introduced and described by your teacher.

We now wish to get your impressions of some of the learning strategies introduced so far. This questionnaire asks you to indicate strategies that you have found to be effective in learning Japanese, strategies that were not effective, and to indicate why. Please give your honest reaction so that we can improve these strategies and their usefulness to you in the future.

Read each strategy name and definition, then answer the question.

1. **Directed Attention (Syuutyuu)** : Deciding in advance to pay attention to a learning activity and to ignore distractions.

   a. Do you use this strategy in class? YES_____ NO_____
   b. Do you use this strategy at home? YES_____ NO_____
   c. If you answered YES to a or b, with what kind of materials do you use this strategy?

      1) Vocabulary _____ 3) Listening _____ 5) Reading_____
      2) Grammar_____ 4) Speaking_____ 6) Writing_____

   d. Why do you use this strategy or why not? _____

2. **Selective Attention (Pointo syuutyuu)** : Deciding to pay attention to a specific aspects of a listening or reading activity, such as key words or special topics.

a. Do you use this strategy in class? YES_____ NO_____
b. Do you use this strategy at home? YES_____ NO_____
c. If you answered YES to a or b, with what kind of materials do you use this strategy?

1) Vocabulary _____ 3) Listening _____ 5) Reading_____
2) Grammar_____ 4) Speaking_____ 6) Writing_____

d. Why do you use this strategy or why not? _____

_____

_____

3. **Contextualization (Bamenzukuri)** : Linking new information to what you already know or to personal experiences; linking new vocabulary to real objects; making a picture in your mind of the new vocabulary or information.

a. Do you use this strategy in class? YES_____ NO_____
b. Do you use this strategy at home? YES_____ NO_____
c. If you answered YES to a or b, with what kind of materials do you use this strategy?

1) Vocabulary _____ 3) Listening _____ 5) Reading_____
2) Grammar_____ 4) Speaking_____ 6) Writing_____

d. Why do you use this strategy or why not? _____

_____

_____

4. **Personalization (Genzituka)** : Making meaningful personal associations with the use of new material.

a. Do you use this strategy in class? YES_____ NO_____
b. Do you use this strategy at home? YES_____ NO_____
c. If you answered YES to a or b, with what kind of materials do you use this strategy?

1) Vocabulary _____ 3) Listening _____ 5) Reading_____
2) Grammar_____ 4) Speaking_____ 6) Writing_____

d. Why do you use this strategy or why not? _____

_____

_____

5. **Imagery (Imeezi)** : Using mental or actual pictures or visuals to represent information to help remember new material.

a. Do you use this strategy in class? YES_____ NO_____
b. Do you use this strategy at home? YES_____ NO_____
c. If you answered YES to a or b, with what kind of materials do you use this strategy?

1) Vocabulary _____ 3) Listening _____ 5) Reading_____
2) Grammar_____ 4) Speaking_____ 6) Writing_____

d. Why do you use this strategy or why not? _____

_____

_____

6. **Silent Repetition (Ansyoo)** : Letting the sound of the last sound to enter your ears echo, or playback, for a few seconds after hearing it, in order to gain more time in which to process the information and understand it fully. (We've used this with numbers.)

a. Do you use this strategy in class? YES_____ NO_____
b. Do you use this strategy at home? YES_____ NO_____
c. If you answered YES to a or b, with what kind of materials do you use this strategy?

1) Vocabulary _____ 3) Listening _____ 5) Reading_____
2) Grammar_____ 4) Speaking_____ 6) Writing_____

d. Why do you use this strategy or why not? _____

_____

_____

7. **Questioning (Chekku)** : Asking for confirmation that you have correctly understood another's speech; a way of showing your understanding of what has been addressed to you without committing yourself to a response immediately.

a. Do you use this strategy in class? YES_____ NO_____
b. Do you use this strategy at home? YES_____ NO_____
c. If you answered YES to a or b, with what kind of materials do you use this strategy?

1) Vocabulary _____ 3) Listening _____ 5) Reading_____
2) Grammar_____ 4) Speaking_____ 6) Writing_____

d. Why do you use this strategy or why not? _____

_____

_____

8. **Predicting (Yoki)** : Using what you know about social situations to predict what will be said in a particular exchange and to anticipate what might be asked of you in discussion of a given topic.

a. Do you use this strategy in class? YES_____NO_____
b. Do you use this strategy at home? YES_____NO_____
c. If you answered YES to a or b, with what kind of materials do you use this strategy?

1) Vocabulary _____3) Listening _____5) Reading_____
2) Grammar_____4) Speaking_____6) Writing_____

d. Why do you use this strategy or why not? _____

_____

_____

9. **Grouping (Nakamawake)** : Grouping vocabulary words that go together in some way to make them easier to remember; remembering words or other information based on previous groupings.

a. Do you use this strategy in class? YES_____NO_____
b. Do you use this strategy at home? YES_____NO_____
c. If you answered YES to a or b, with what kind of materials do you use this strategy?

1) Vocabulary _____3) Listening _____5) Reading_____
2) Grammar_____4) Speaking_____6) Writing_____

d. Why do you use this strategy or why not? _____

_____

_____

LEARNING STRATEGIES REVIEW QUESTIONNAIRE

Name:_____ Date:_____

You have been practicing the use of learning strategies to help yourself learn Russian this year. Here's your chance to tell us whether you like the strategies or not. Please answer the questions below honestly so that we can improve the instruction and help you learn Russian better.

Read each strategy name and definition, then answer the questions.

1. внимание: Deciding in advance to pay attention to a learning activity and to ignore distractions.

   a. Do you use this strategy on your own in class? YES_____ NO_____
   b. Do you use this strategy at home? YES_____ NO_____
   c. Why do you use this strategy or why not?

   _____

   _____

2. Селективное внимание: Deciding to pay attention to specific aspects of an activity, such as listening for key words or focusing on new grammar.

   a. Do you use this strategy on your own in class? YES_____ NO_____
   b. Do you use this strategy at home? YES_____ NO_____
   c. Why do you use this strategy or why not?

   _____

   _____

3. Cognates: Recognizing Russian words that are similar to a word in English or in another language you know.

   a. Do you use this strategy on your own in class? YES_____ NO_____
   b. Do you use this strategy at home? YES_____ NO_____
   c. Why do you use this strategy or why not?

   _____

   _____

4. группировка: Grouping words or phrases that go together in some way to make them easier to remember; using the recall game to remember words or other information.

   a. Do you use this strategy on your own in class? YES_____ NO_____
   b. Do you use this strategy at home? YES_____ NO_____
   c. Why do you use this strategy or why not?

   _____

   _____

5. **Relating information to yourself:** Making personal associations with the new material to help yourself remember it better.

   a. Do you use this strategy on your own in class? YES_____ NO_____
   b. Do you use this strategy at home? YES_____ NO_____
   c. Why do you use this strategy or why not?

   _____

   _____

6. картинки: Creating a picture in your mind or drawing a picture of a word or phrase to help yourself remember it.

   a. Do you use this strategy on your own in class? YES_____ NO_____
   b. Do you use this strategy at home? YES_____ NO_____
   c. Why do you use this strategy or why not?

   _____

   _____

7. кооперация: Working with a partner to solve a task; asking a classmate or friend for help.

   a. Do you use this strategy on your own in class? YES_____ NO_____
   b. Do you use this strategy at home? YES_____ NO_____
   c. Why do you use this strategy or why not?

   _____

   _____

8. What other strategies do you use?

LEARNING STRATEGIES REVIEW QUESTIONNAIRE

Name:_____ Date:_____

You have been practicing the use of learning strategies to help yourself learn Spanish this year. Here's your chance to tell us whether you like the strategies or not. Please answer the questions below honestly so that we can improve the instruction and help you learn Spanish better.

Read each strategy name and definition, then answer the questions.

1. **Ojos:** Deciding in advance to pay attention to a learning activity and to ignore distractions.

a. Do you use this strategy on your own in class? YES_____ NO_____

b. Do you use this strategy at home? YES_____ NO_____

c. Why do you use this strategy or why not?

_____

_____

2. **Gafas:** Deciding to pay attention to specific aspects of an activity, such as listening for key words or focusing on new grammar.

a. Do you use this strategy on your own in class? YES_____ NO_____

b. Do you use this strategy at home? YES_____ NO_____

c. Why do you use this strategy or why not?

_____

_____

3. **Cognados:** Recognizing Spanish words that are similar to a word in English or in another language you know.

a. Do you use this strategy on your own in class? YES_____ NO_____

b. Do you use this strategy at home? YES_____ NO_____

c. Why do you use this strategy or why not?

_____

_____

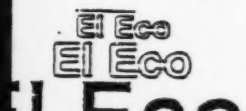
4. **La Pandilla:** Grouping words or phrases that go together in some way to make them easier to remember; using the recall game to remember words or other information.

   a. Do you use this strategy on your own in class? YES_____ NO_____
   b. Do you use this strategy at home? YES_____ NO_____
   c. Why do you use this strategy or why not?

   _____

   _____

5. **Eco:** Making personal associations with the new material to help yourself remember it better.



   a. Do you use this strategy on your own in class? YES_____ NO_____
   b. Do you use this strategy at home? YES_____ NO_____
   c. Why do you use this strategy or why not?

   _____

   _____

6. **La Bola de Cristal:** Making predictions about the topic of a listening or reading activity beforehand.

   a. Do you use this strategy on your own in class? YES_____ NO_____
   b. Do you use this strategy at home? YES_____ NO_____
   c. Why do you use this strategy or why not?

   _____

   _____

7. What other strategies do you use?

   _____

   _____

APPENDIX B

Sample Learning Strategy Instructional Materials

GEORGETOWN UNIVERSITY - LANGUAGE RESEARCH PROJECTS
LEARNING STRATEGY INSTRUCTION FOR UNIVERSITY LEVEL JAPANESE

****

Student Worksheet - Yoki - Prediction

****

I. You have just heard the first conversation without the benefit of prediction. Now, please try to answer these questions.

1. What is A wondering about?	
2. What is B's response?	
3. Where do you think they are?	
4. Around what time must it be when they are talking?	

II. The topic of the next conversation is vacation plans. Someone is asking a woman about her plans for vacation. In the spaces below, make your predictions about what will be said.

Questions for ***Yoki***:	Words I might hear that would answer the question:
1. Where do you think she will go?	
2. How many people are going?	
3. Who else is going?	
4. How do you think the vacation will be?	

Georgetown University Language Research Projects
Prepared by Mizuko Omori and Jill Robbins

IV. Listen to the tape. Try to answer the questions by using **Pointoshuuchuu**, listening selectively for the words that you predicted or for similar types of words.

1.	Where does she plan to go?	
2.	How many people are going?	
3.	Who else is going?	
4.	How does her friend think the vacation will be?	

II. Think about the difference between the two activities; listening without **Yoki** (prediction) and then using **Yoki**. How did you feel about the second conversation you heard?

_____

Which was easier for you?

First conversation____ Second conversation ____

Why do you think it was so?

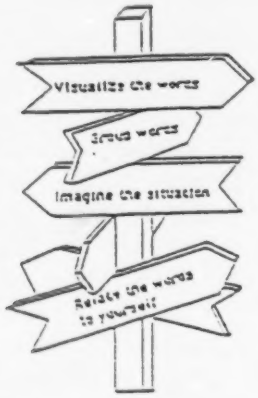
_____

Georgetown University Language Research Projects
Prepared by Monika Omori and Jill Robbins

Student Worksheet

Как и почему нужно учить новые слова

Повторение:
Vary the ways
you repeat



In the theme «Кто я» you will be learning Russian words for describing physical and personality characteristics. This worksheet will help you think about why it's important to learn physical and personality characteristics in Russian. The worksheet will also ask you how you plan to learn these words.

1. Imagine yourself in the Soviet Union. An American friend who has already been to the USSR has given you the phone number of a Russian friend. You have never met this person before. You call her up and agree to meet her in downtown Moscow on Red Square in front of St. Basil's Cathedral. How might Russian adjectives describing physical appearance help you in this situation?

_____

_____

2. Think of other situations in which words describing physical and personality characteristics are useful to know. The situations can involve speaking, listening, reading, or writing.

1.
2.
3.

3. Here are some examples of ways to memorize words describing physical and personality characteristics. Check off those which you think will help you learn these new Russian words.

- ❑ Say the words at different times throughout the day.
- ❑ Concentrate on how the word sounds.
- ❑ Picture how the word is spelled in your mind.
- ❑ Group similar words into categories.
- ❑ Make up sentences using the words.
- ❑ Picture in your mind what the word means.
- ❑ Say the word when you see a picture of it in a magazine, on TV, on the street, in school, etc.
- ❑ Associate the word with your personality, someone you know, or your favorite musician, actor, etc.
- ❑ Associate the Russian word with a similar word in English.
- ❑ Imagine a situation in which you would use this word.

4. There are lots of other ways to memorize Russian words. What are some of your favorite methods? Write down at least three. You can refer back to your worksheet for повторение.

a. _____

b _____

c. _____

d. _____

SPANISH LEARNING STRATEGY INSTRUCTION

TEACHER'S GUIDE
Usted vs. Tú - *Hoja de trabajo 20*
Selective Attention

Teacher's Notes

Rationale for using the strategy of **Gafas.**

I. Before beginning the listening task, review with students the purpose of **Gafas.** Ask students what it means and how it can help them listen better.

   Then, ask students if, when they are listening to you speak Spanish, they understand every word. What do they do if they don't understand a word? Do they always ask you to explain or repeat it? Probably they ignore some of the unknown words if it doesn't interfere with their comprehension.

II. Write Selective Attention (**Gafas**) on the board. Tell students that because it is hard to pay attention to every word spoken, they need to know why they are listening. In real life we usually listen with a specific purpose in mind. For instance, if we want to know who won the baseball game last night, we listen specifically for the score. In Spanish class there are usually questions associated with the listening assignment.

   Gafas means that listeners decide in advance to listen for specific information and then actually listen for this information. If they know what they are listening for beforehand, they can avoid getting bogged down in details or irrelevant information.

   Gafas gives you a goal for listening. As in life, people with a goal have more control over their lives. Students must understand that they have some control while listening to Spanish.

   Gafas means that it's not necessary to understand everything in Spanish. Think about what you need to hear and then listen for this information. Don't worry if you don't understand every word or sound.

Georgetown Language Research Projects, April 1992
Prepared by Gilda Carbonaro

III. Tell students they will hear ten sentences and their job is to decide if the form of address in each sentence is formal or informal.

1. Buenos días, señor. ¿Cómo está Ud?
2. ¿De dónde eres tú?
3. ¡Hola, Juan! ¿Cómo estas?
4. Sr. Rodriguez, ¿de dónde es Ud.?
5. ¿Cómo te llamas?
6. ¿Cómo se llama Ud.?
7. ¿Es Ud. de México?
8. Roberto, ¡eres muy alto!
9. Señorita Jones, ¿es Ud. de Michigan?
10. Pepito, tú eres joven pero él es viejo.

IV. You can follow up this activity by checking students' answers. Ask students which key words helped them with their answers. Did having a specific goal for listening help them?

Georgetown Language Research Projects, April 1992
Prepared by Gilda Carbonaro

Nombre: Fecha:

Hoja de Trabajo 20- Usted vs. Tú

It is important in Spanish culture to use **usted (Ud.)** when speaking to older people, teachers, or people you don't know. **Tú** is used when speaking to friends and family.

In other words, if the situation is formal, use **usted**; if it is informal use **tú.**

Listen to the sentences. Given what the speaker says, what relationship is implied? Formal or informal? Check the correct column A or B.

Remember that listening selectively for the **Ud.** or **tú** or for the corresponding verb forms will help you. Put on your **Gafas** and listen closely.

	A FORMAL (Ud.)	B INFORMAL (tú)
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

Georgetown Language Research Projects, April 1992
Prepared by Güda Carbonaro

Teacher's Notes

Introduce Predicting: Explain to students that when you listen to a person speaking in your own language, in many situations you can be one step ahead of the speaker. For instance, have you ever found yourself finishing someone else's sentence? You can predict in Spanish too. Predicting can help you understand better, because you are anticipating the information. Try to predict as much as possible in Spanish. Do it consciously! It helps to write down your predictions.

Give students a few minutes to write down their predictions based on the pictures.

Say to students: *Now listen to the 10 sentences. Mark the number of the sentence under the correct picture. Remember to listen for the words you predicted. This can help you match the sentence to the picture.*

1. Hace frío en el otoño.
2. Hace mal tiempo. Llueve.
3. En el verano hace mucho sol en Virginia.
4. No me gusta el invierno. Hace tanto frío.
5. Cuando hay nieve, llevo botas y bufanda.
6. Llevo el impermeable, porque llueve.
7. Hace buen tiempo. Voy a nadar y jugar al tenis.
8. En marzo y abril hace viento en Washington.
9. En Arizona hace mucho calor.
10. Me gusta esquiar en el invierno.

Georgetown Language Research Projects, April 1992
Prepared by Gilda Carbonaro

Nombre: Fecha:

Hoja de Trabajo 29

La Bola de Cristal - Prediction

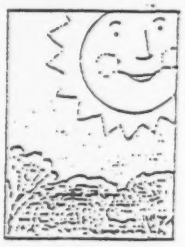
Sometimes you can help yourself understand Spanish better by thinking about what you might hear before you actually listen. Then you listen especially for the words you predicted. Knowing in advance what will happen, in other words, what you will hear is what you will be doing in this strategy. That is why it has been called *La Bola de Cristal,* so you may remember it's about predicting.

Here's a chance to practice Predicting before you listen. You are going to hear 10 sentences about the weather. Which picture below matches the description you hear? Before you listen, take a minute and look at the pictures. What weather words or clothes words would you expect to hear, given these pictures? Work with a partner and make a list under each picture.

Picture A

1. _____
2. _____
3. _____
4. _____

Picture B



1. _____
2. _____
3. _____
4. _____

Georgetown Language Research Projects, April 1992
Prepared by Gilda Carbonaro

Picture C

1. _____
2. _____
3. _____
4. _____

Picture D

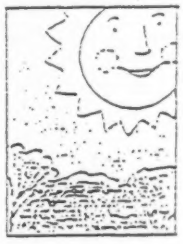
1. _____
2. _____
3. _____
4. _____

Now listen to the 10 sentences. Mark the number of the sentence under the correct picture. Remember to listen for the words you predicted. This can help you match the sentence to the picture.

Picture A

_____
_____

Picture B

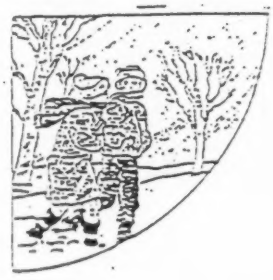


_____
_____

Picture C

_____
_____

Picture D



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Georgetown Language Research Projects, April 1992
Prepared by Güda Carbonaro